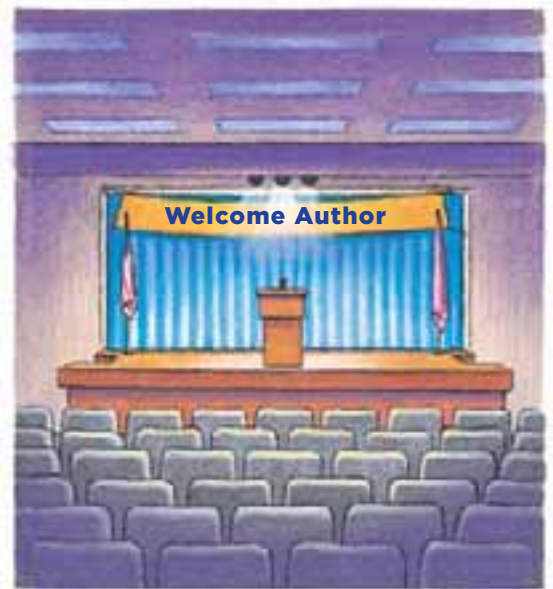


VISIT...

LANZAROTE
Caliente.COM

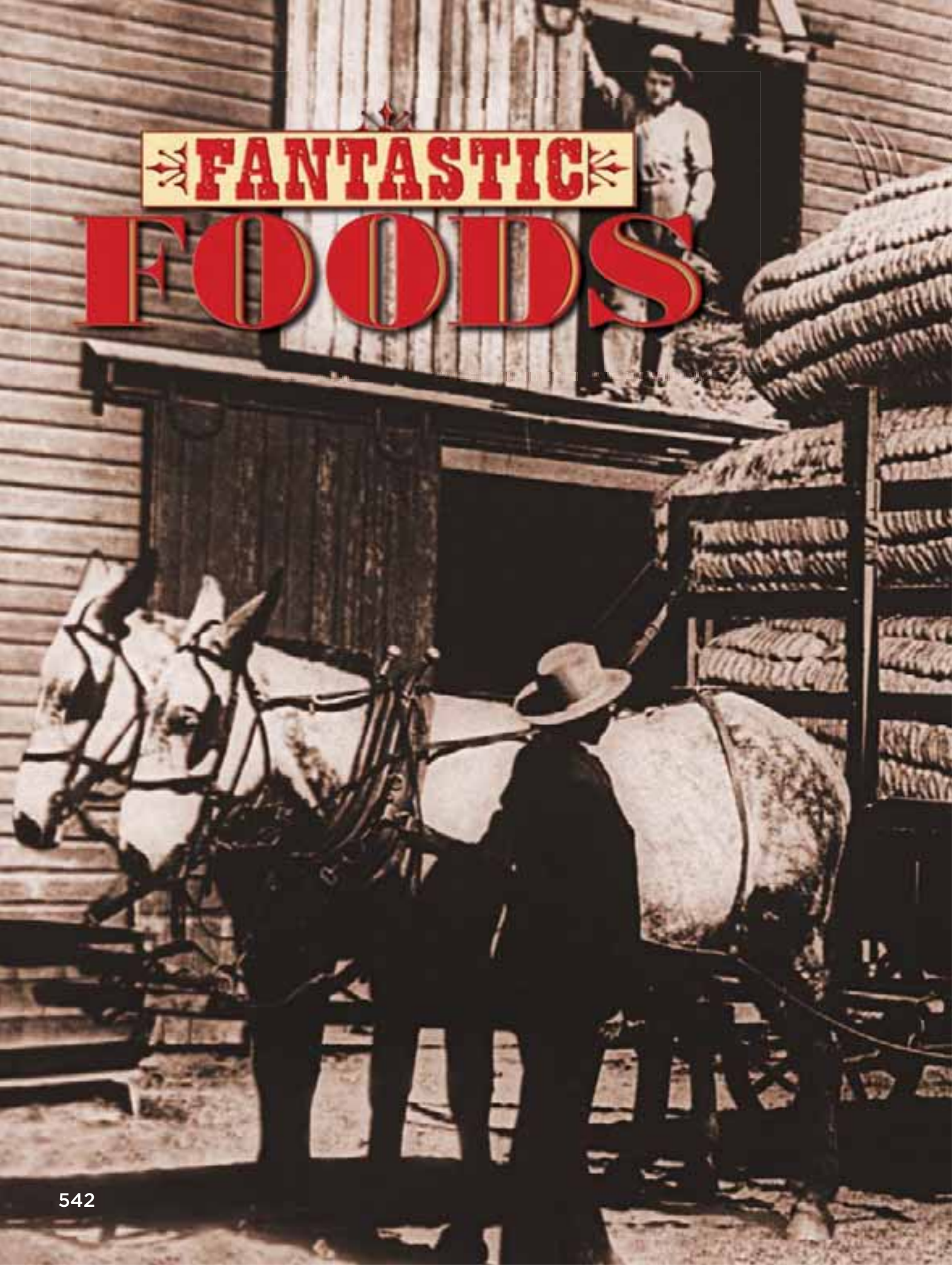
Your Turn

What famous person would you invite to your school? Choose someone whom you admire. Then prepare a speech to introduce this person to your fellow students. Remember to write a good beginning, middle, and end when you are describing this person and his or her accomplishments. Use the writer's checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Did I choose a person whom I truly admire?
- ☒ **Organization:** Does my speech build in energy, with a good **beginning, middle, and end**?
- ☒ **Voice:** Can the reader tell how much I admire this person?
- ☒ **Word Choice:** Did I choose the most precise adjectives possible?
- ☒ **Sentence Fluency:** Did I use a variety of sentence types?
- ☒ **Conventions:** Did I capitalize all proper nouns and adjectives? Did I proofread for spelling errors?



FANTASTIC FOODS



Talk About It

What is the most interesting fruit or vegetable that you have ever seen or tasted?



Find out more about fantastic foods at www.macmillanmh.com

Vocabulary

shortage

strategy

bedlam

civilization

outcast

traditional

reflected

complex



Dictionary

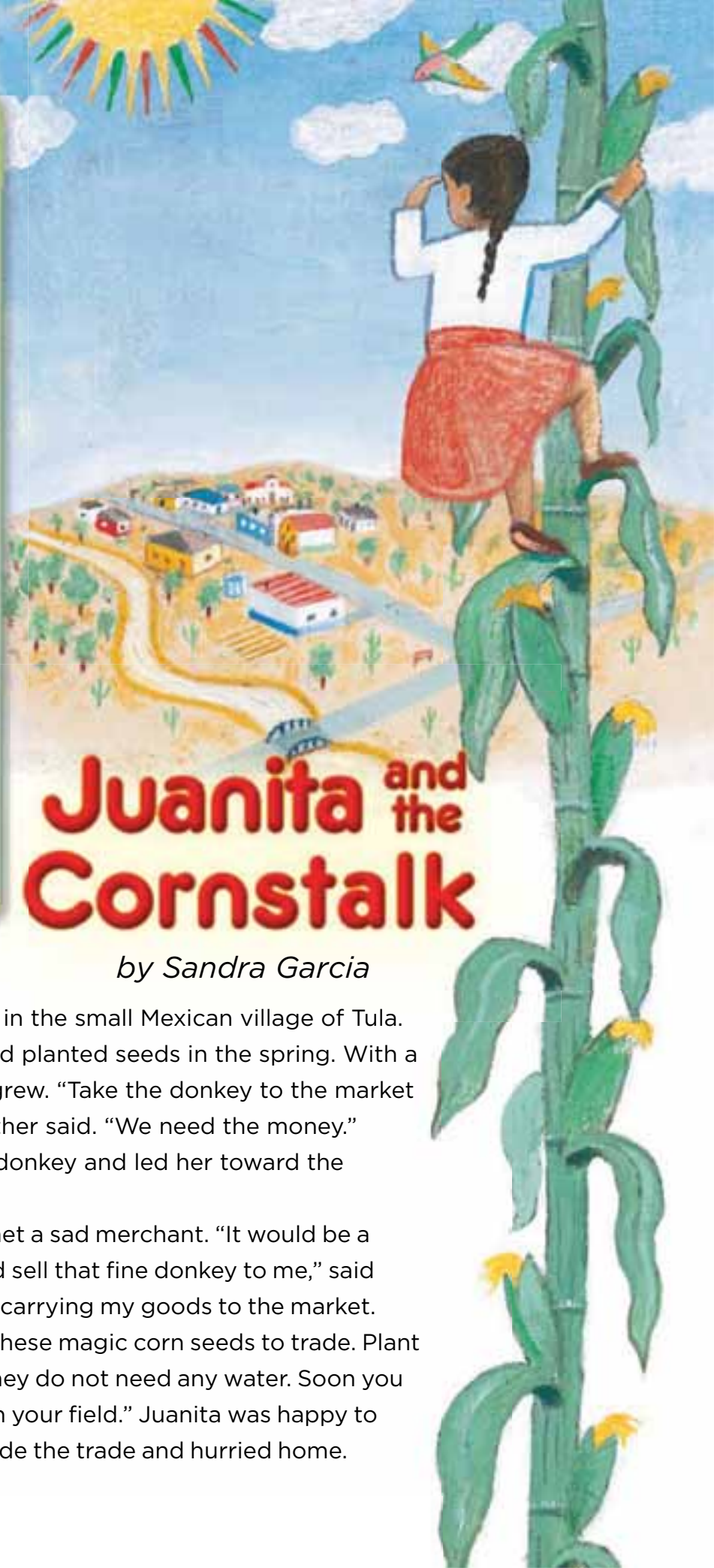
Use a dictionary when you want to check a **Word Origin**. The definition may include information about the word. For example, the dictionary entry for *bedlam* explains the word comes from a 16th century hospital in London that treated people with mental illness.

Juanita and the Cornstalk

by Sandra Garcia

Little rain had fallen in the small Mexican village of Tula. Juanita and her mother had planted seeds in the spring. With a **shortage** of rain, nothing grew. "Take the donkey to the market and sell her," Juanita's mother said. "We need the money." Juanita tied a rope to the donkey and led her toward the marketplace.

On the way Juanita met a sad merchant. "It would be a great kindness if you would sell that fine donkey to me," said the merchant. "I need help carrying my goods to the market. Unfortunately, I have only these magic corn seeds to trade. Plant the seeds in the ground. They do not need any water. Soon you will have giant cornstalks in your field." Juanita was happy to help the merchant. She made the trade and hurried home.



When Juanita's mother heard her story, she became upset and **bedlam** broke out. "How could you have been so foolish?" she yelled. She tossed the corn seeds out the window and went to bed. Juanita felt like an **outcast** even though she was going to sleep in her own house.

The sun that **reflected** off the glass of the window the next morning woke Juanita. She was surprised to find a giant cornstalk outside her window. The stalk reached so high into the sky that Juanita could not see the top.

She decided to climb the stalk to see how high it grew. Soon she developed a **strategy** for climbing and her plan helped her reach the top.

Above the clouds Juanita spotted Quetzalcoatl, the Toltec god of **civilization**. This leader of cultured life was sitting in a **traditional** rocking chair that had been passed down from generation to generation.

Quetzalcoatl welcomed her with a warm smile. "Hello, Juanita. I'm happy to have a visitor after all these years. I'm lonely. I would like to visit Earth again."

"I've got an idea, but it's full of detail and quite **complex**," Juanita said. "Why don't you turn yourself into a small creature that I can put in my pocket?"

"Why, little one, that's a brilliant thought! I'll give myself wings so that I can fly back here when I get tired. Let me give you some gold coins for your kindness."

After carrying Quetzalcoatl down to Earth, Juanita hurried home with the gold coins. Juanita hoped that this time her mother might understand how good things can happen when a kind act is repaid.

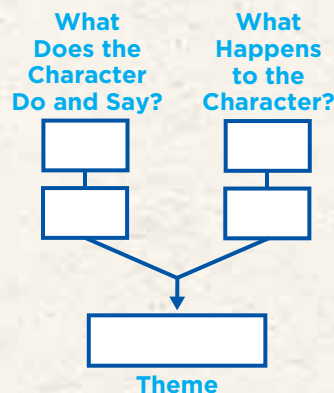


Reread for Comprehension



Make Inferences and Analyze Theme

A Theme Chart helps you make inferences and analyze information so you can determine the overall idea the author wants to tell in a story. Use your Theme Chart as you reread "Juanita and the Cornstalk" to identify the theme in the story.



Comprehension

Genre

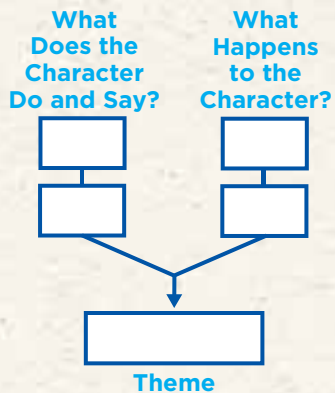
Fantasy has invented characters, settings, or other elements that could not exist in real life.



Make Inferences and Analyze

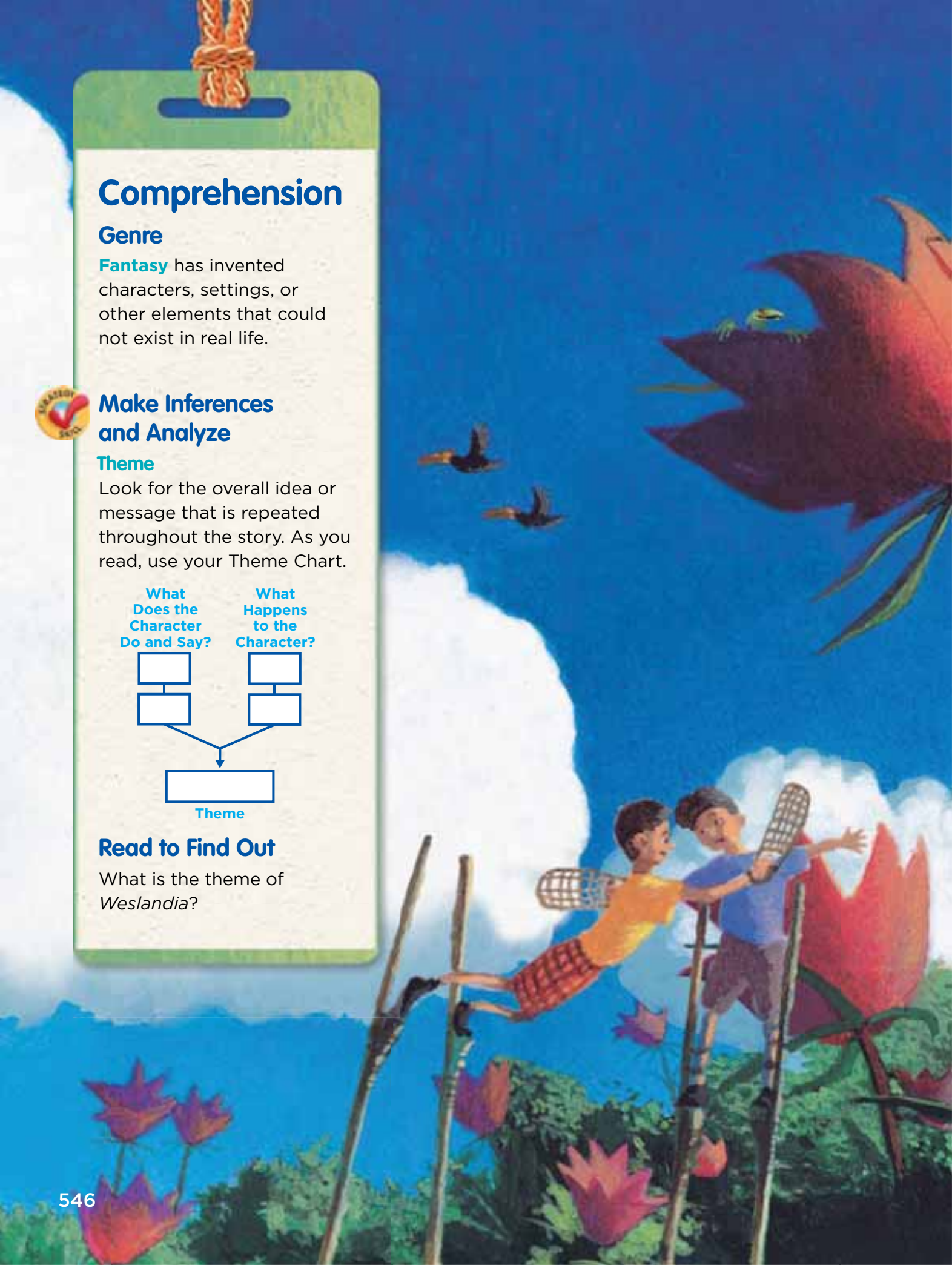
Theme

Look for the overall idea or message that is repeated throughout the story. As you read, use your Theme Chart.



Read to Find Out

What is the theme of *Weslandia*?



Weslandia

by Paul Fleischman

illustrated by Kevin Hawkes





“Of course he’s miserable,” moaned Wesley’s mother.
“He sticks out.”

“Like a nose,” snapped his father.

Listening through the heating vent, Wesley knew they were right. He was an **outcast** from the **civilization** around him.

He alone in his town disliked pizza and soda, alarming his mother and the school nurse. He found professional football stupid. He’d refused to shave half his head, the hairstyle worn by all the other boys, despite his father’s bribe of five dollars.

Passing his neighborhood’s two styles of housing—garage on the left and garage on the right—Wesley alone dreamed of more exciting forms of shelter. He had no friends, but plenty of tormentors.

Fleeing them was the only sport he was good at.



Each afternoon his mother asked him what he'd learned in school that day.

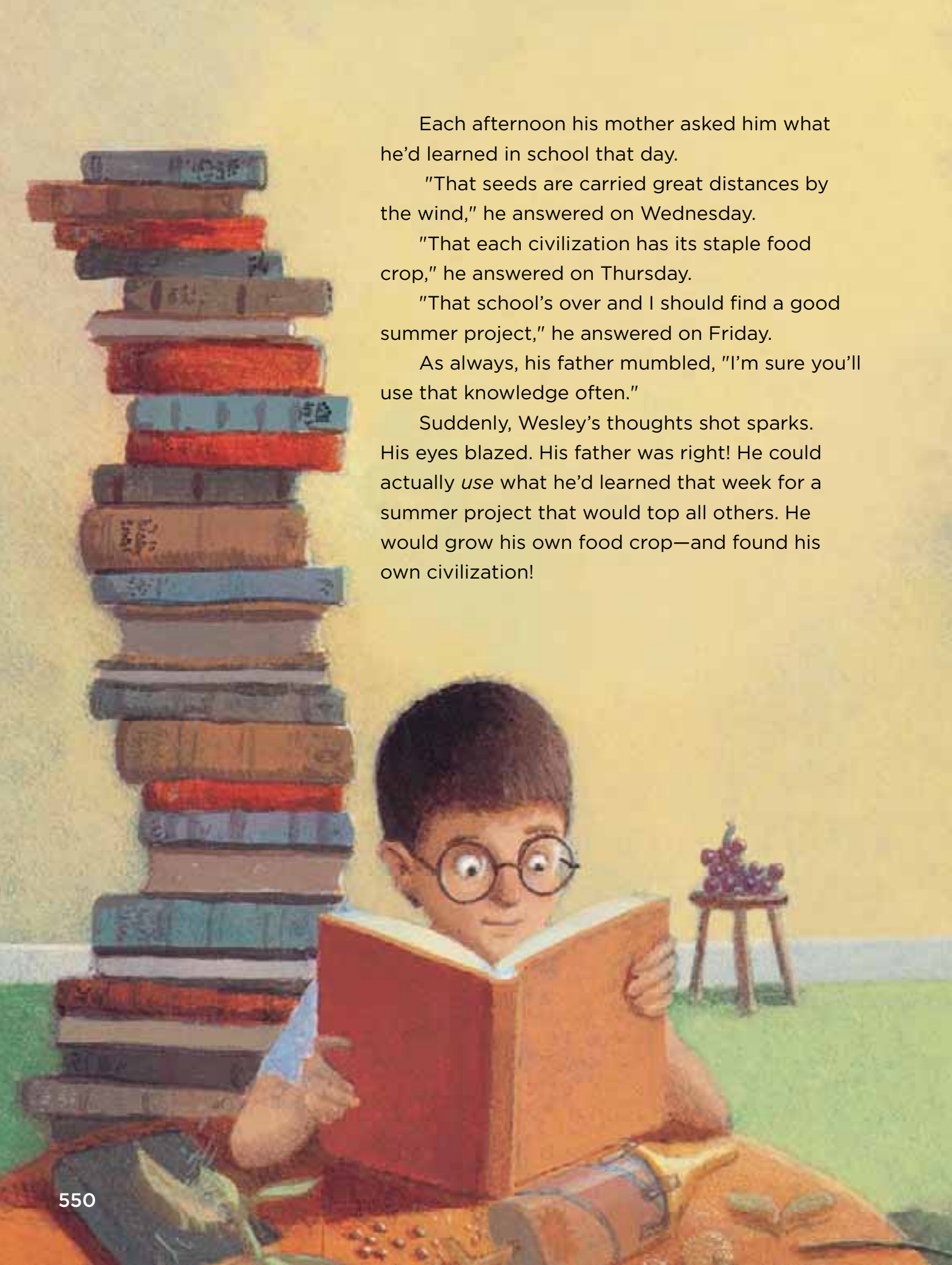
"That seeds are carried great distances by the wind," he answered on Wednesday.

"That each civilization has its staple food crop," he answered on Thursday.

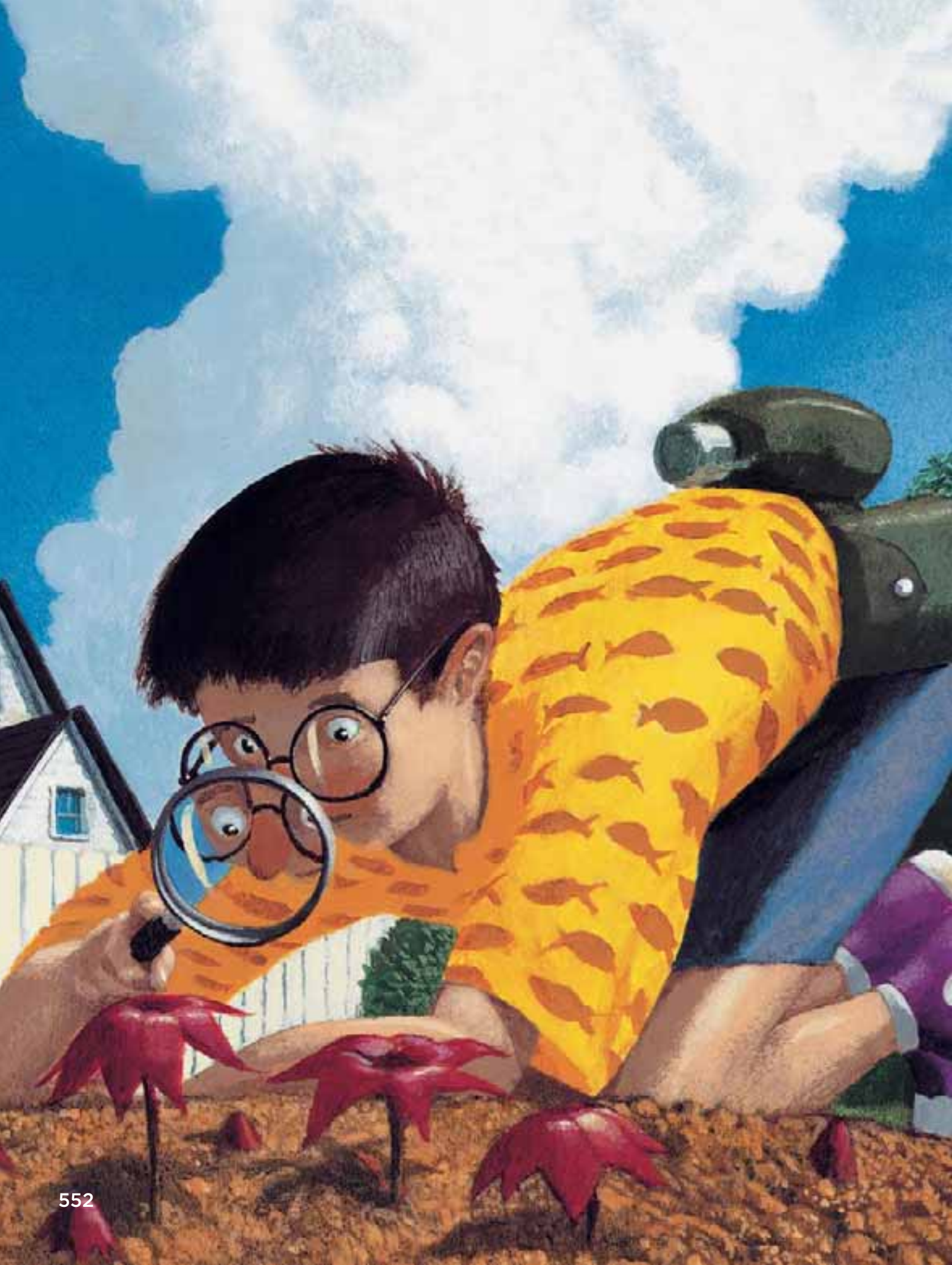
"That school's over and I should find a good summer project," he answered on Friday.

As always, his father mumbled, "I'm sure you'll use that knowledge often."

Suddenly, Wesley's thoughts shot sparks. His eyes blazed. His father was right! He could actually *use* what he'd learned that week for a summer project that would top all others. He would grow his own food crop—and found his own civilization!







The next morning he turned over a plot of ground in his yard. That night a wind blew in from the west. It raced through the trees and set his curtains snapping. Wesley lay awake, listening. His land was being planted.

Five days later the first seedlings appeared.

"You'll have mighty **bedlam** on your hands if you don't get those weeds out," warned his neighbor.

"Actually, that's my crop," replied Wesley. "In this type of garden there are no weeds."

Following ancient tradition, Wesley's fellow gardeners grew tomatoes, beans, Brussels sprouts, and nothing else. Wesley found it thrilling to open his land to chance, to invite the new and unknown.

The plants shot up past his knees, then his waist. They seemed to be all of the same sort. Wesley couldn't find them in any plant book.

"Are those tomatoes, beans, or Brussels sprouts?" asked Wesley's neighbor.

"None of the above," replied Wesley.

Fruit appeared, yellow at first, then blushing to magenta. Wesley picked one and sliced through the rind to the juicy purple center. He took a bite and found the taste an entrancing blend of peach, strawberry, pumpkin pie, and flavors he had no name for.



Theme

What message do you think the author wants to get across in the conversations between Wesley and his neighbor?





Ignoring the shelf of cereals in the kitchen, Wesley took to breakfasting on the fruit. He dried half a rind to serve as a cup, built his own squeezing device, and drank the fruit's juice throughout the day.

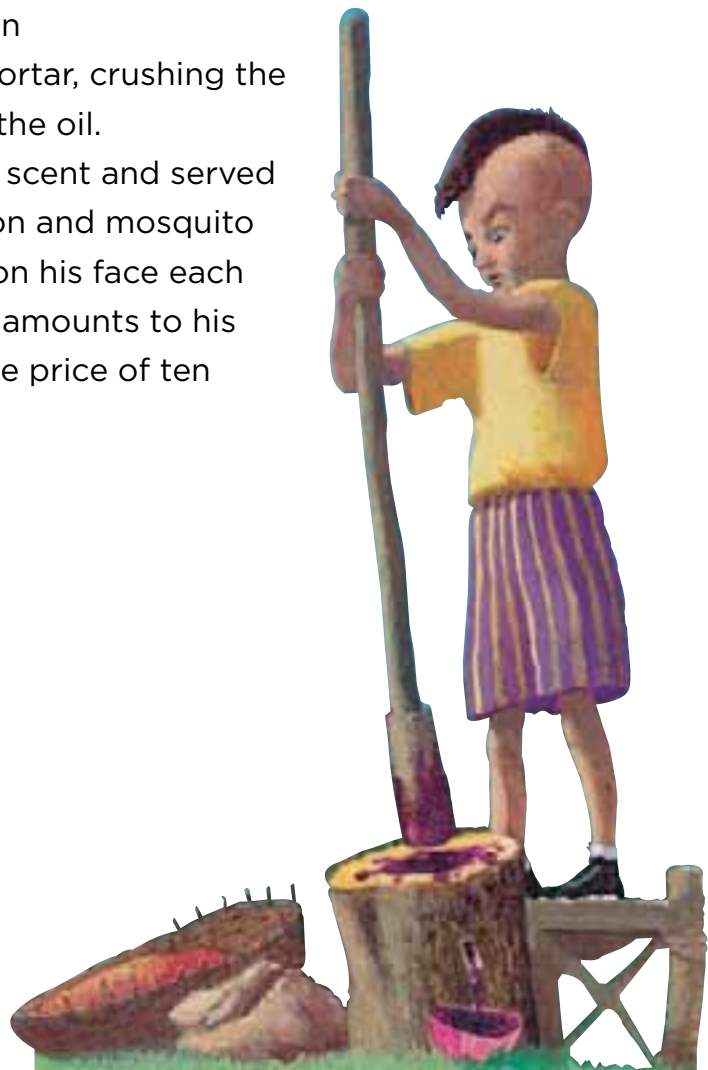
Pulling up a plant, he found large tubers on the roots. These he boiled, fried, or roasted on the family barbecue, seasoning them with a pinch of the plant's highly aromatic leaves.

It was hot work tending to his crop. To keep off the sun, Wesley wove himself a hat from strips of the plant's woody bark. His success with the hat inspired him to devise a spinning wheel and loom on which he wove a loose-fitting robe from the stalks' soft inner fibers.

Unlike jeans, which he found scratchy and heavy, the robe was comfortable, **reflected** the sun, and offered myriad opportunities for pockets.

His schoolmates were scornful, then curious. Grudgingly, Wesley allowed them ten minutes apiece at his mortar, crushing the plant's seeds to collect the oil.

This oil had a tangy scent and served him both as suntan lotion and mosquito repellent. He rubbed it on his face each morning and sold small amounts to his former tormentors at the price of ten dollars per bottle.



"What's happened to your watch?" asked his mother one day.

Wesley admitted that he no longer wore it. He told time by the stalk that he used as a sundial and had divided the day into eight segments—the number of petals on the plant's flowers.

He'd adopted a new counting system as well, based likewise upon the number eight. His domain, home to many such innovations, he named "Weslandia."

Uninterested in **traditional** sports, Wesley made up his own. These were designed for a single player and used many different parts of the plant. His spectators looked on with envy.

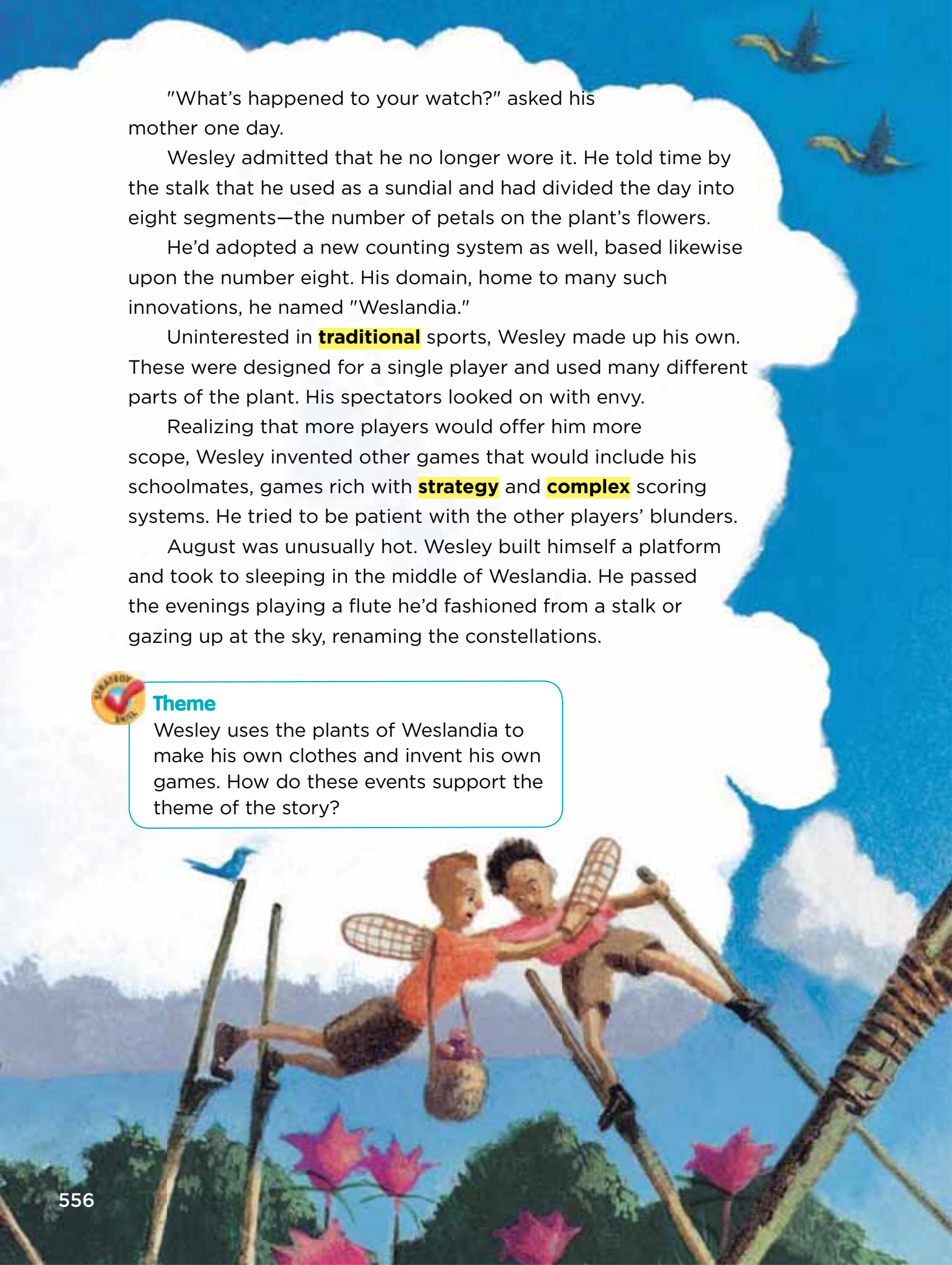
Realizing that more players would offer him more scope, Wesley invented other games that would include his schoolmates, games rich with **strategy** and **complex** scoring systems. He tried to be patient with the other players' blunders.

August was unusually hot. Wesley built himself a platform and took to sleeping in the middle of Weslandia. He passed the evenings playing a flute he'd fashioned from a stalk or gazing up at the sky, renaming the constellations.



Theme

Wesley uses the plants of Weslandia to make his own clothes and invent his own games. How do these events support the theme of the story?





His parents noted Wesley's improved morale. "It's the first time in years he's looked happy," said his mother.

Wesley gave them a tour of Weslandia.

"What do you call this plant?" asked his father. Not knowing its name, Wesley had begun calling it "swist," from the sound of its leaves rustling in the breeze.

In like manner, he'd named his new fabrics, games, and foods, until he'd created an entire language.

Mixing the plant's oil with soot, Wesley made a passable ink. As the finale to his summer project, he used the ink and his own eighty-letter alphabet to record the history of his civilization's founding.

In September Wesley returned to school ...

He had no **shortage** of friends.





Meet Weslandia Creators

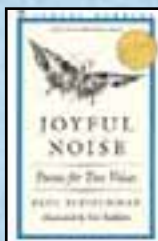
Paul Fleischman and Kevin Hawkes

Paul Fleischman, like Wesley, created his own world while he was growing up in California. Paul and his friends invented their own sports, ran a newspaper, and created their own alternative universe. His vivid imagination comes from his father, Sid Fleischman, who also wrote books. Often he would ask Paul to help him with the plot of a story. Words and imagination come naturally to Paul. “They were as much fun to play with as toys,” he said.



Other books by

Paul Fleischman: *Joyful Noise: Poems for Two Voices* and *Seedfolks*



Kevin Hawkes says he learned how to draw by practicing, practicing, and practicing some more. As a child he drew pictures and used modeling clay to mold sculptures, such as a life-size sculpture of a mountaineer. Today Kevin makes a “dummy” book for each book he illustrates. These first sketches help him create the unique images that bring stories like *Weslandia* to life.



Find out more about Paul Fleischman and Kevin Hawkes at www.macmillanmh.com

Author's Purpose

How is *Weslandia* different from real life? Do you think the author wrote this fantasy story mainly to entertain? Why or why not?



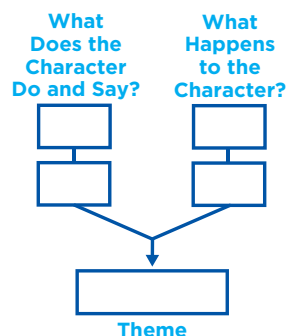


Comprehension Check



Summarize

Use your Theme Chart to help you summarize the ways that Wesley's life changes during the summer. Include information about the theme of the story in a summary of *Weslandia*.



Think and Compare

1. Describe the theme of this story in one or two sentences. Explain how the author uses theme to connect the characters and events. **Make Inferences and Analyze: Theme**
2. Using evidence from the text on page 556, explain how Wesley uses sports to win over his schoolmates. **Analyze**
3. Wesley names a plant *swist* because of the sound its leaves make in the wind. Rename five items you own on the basis of the sounds they make. Create a dictionary entry for each new word. **Synthesize**
4. Describe some of the elements that make up a **civilization** according to your reading of *Weslandia*. **Apply**
5. Reread "Juanita and the Cornstalk" on pages 544-545. In what ways are Wesley and Juanita alike? How are they different? Use examples from both selections to support your answer.

Reading/Writing Across Texts



Science

Genre

Online Encyclopedia Entries

contain information about real people, living things, places, situations, or events.



Text Features

A **Hyperlink** is an electronic connection within text on a Web page that provides direct access to other documents or information.

A **Key Word** is a specific word that helps you find information when searching the Internet. It is often typed into a search box.

Content Vocabulary

flukes

crossbreeding

hybrids

BLUE POTATOES AND SQUARE WATERMELONS

by Omar Naid

Visit the produce section of any large supermarket. You may be astonished by the variety of unusual fruits and vegetables. Square watermelons, blue potatoes, and purple cauliflower attract shoppers' attention. Some plants are unusual because they are grown in special ways. For example, square watermelons grow inside square glass cases. The result is a specially shaped melon that is easy to cut and store in the refrigerator. Some plants, called **flukes**, result from odd, sudden changes that happen only once. Other plants are "designed" when they are seeds.

Here are two online encyclopedia articles to help you learn more about how these unusual plants come about.

Address: go

Home

Browse

Newsletters

Favorites

Search

Hybrids

Hybrids are new plants created by scientists. They are a combination of two different "parent" plants that form a whole new kind of plant. Foods from hybrid plants might taste better or stay fresher when they are shipped. For example, a new fruit called the **pluot** is a cross between a plum and an apricot. It looks like a plum, but it is sweeter and firmer than most plums.

This is a Key Word.



This is a hyperlink to more information.

Address: <http://www.example.com> go

Home Browse Newsletters Favorites Search crossbreeding

Crossbreeding

Crossbreeding is when two plants of the same kind are combined to create a better plant. A farmer might crossbreed a small, sweet tomato with a large but tasteless tomato to create a large, sweet tomato, which will provide delicious slices that fit better on sandwiches. Farmers must use plant selection, which means choosing the

plants with qualities that people want and then growing more of these plants. The next time you go to the supermarket and see a square watermelon or pluot, remember how much work went into producing it.

TOMATO
CROSSBREEDING



Connect and Compare



1. How would you find more information about the pluot?
Hyperlinks
2. What type of produce would you like to improve? How could you find out more about how to improve it? **Synthesize**
3. Think about “Blue Potatoes and Square Watermelons” and *Weslandia*. How is the process of growing produce different in each story? **Reading/Writing Across Text**



Science Activity

Research a plant that is a hybrid. List the traits of this hybrid and compare and contrast it to the two parent plants using a Venn Diagram.



Find out more about new produce at www.macmillanmh.com

Writer's Craft

Mood

Writers use dialogue to reveal a character's personality, thoughts, and feelings. Dialogue also shows the conflict between characters. Writers use precise words to reinforce the **mood** established by the dialogue.

I used precise words to reinforce the mood established by the dialogue.

I showed the characters' feelings with dialogue.

Write a Play

The Four Eaters

by Mary W.

Setting: The school cafeteria during lunch.

Jorge: (tasting a french fry) Mia, you aren't eating. Consider the french fry, so tender on the inside, so crispy on the outside.

Mia: (frowning) They're too greasy.

I hate grease.

Todd: (stuffing his face with a handful of fries)

Who has time to notice? I'm starving! Hey, Mia, if you aren't eating any can I have them? (Mia slides her tray over to Todd.)

Kelli: Mia, we're not supposed to trade food. Todd, don't you think about the importance of nutrition? I'm not sure about the vitamin content of those fries.

Todd: (mouth full) The whaaaa?

Jorge: Nutrition? It's about taste! (takes another bite)

Kelli: Don't you guys ever think about anything but your stomachs? This food should come with a warning label.

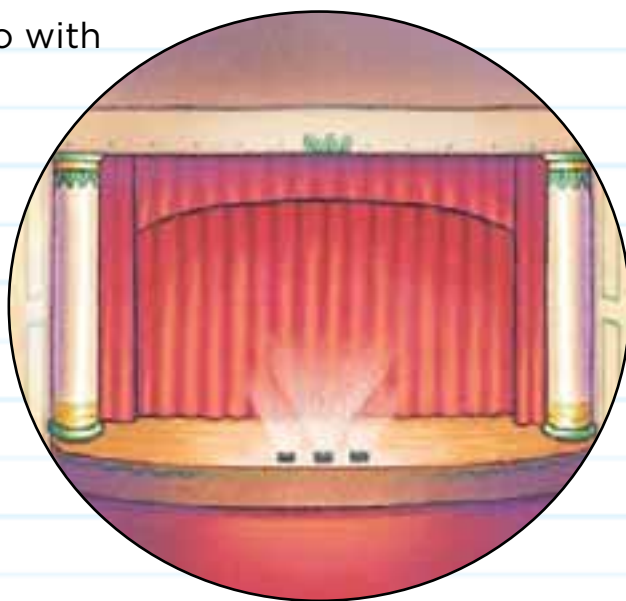
Mia: Yeah. It should say: "Eat at your own risk."

Your Turn

Write a play so that you can practice using dialogue.

Choose a theme that has something to do with

food. Plan to use strong characters with unique personalities. Make sure that the words you choose for each character fit that character's personality. Remember that the best way to show conflict between characters is through what they say to each other. Use the writer's checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Did I choose a theme about food that interests me?
- ☒ **Organization:** Does the conversation among the characters flow easily from person to person?
- ☒ **Voice:** Did I choose words for each character that those characters would really use when speaking?
- ☐ **Word Choice:** Did I choose precise words that help to reinforce the **mood**?
- ☒ **Sentence Fluency:** Do the sentences in the dialogue among characters flow smoothly?
- ☒ **Conventions:** Did I punctuate my play properly?
Did I check spelling?